DOCUMENT RESUME

ED 176 935 RC 011 649

AUTHOR Wolfe, Cynthia L.; And Others
TITLE Migrant Education in Mississippi.
INSTITUTION Mississippi Univ., University. Bureau of Educational Research.
PUB DATE Feb 79
NOTE 21p.; Best copy available
JOURNAL CIT Research in Education; v11 n2 Feb 1979

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Ancillary Services; Career Awareness; *Computer Oriented Programs; Definitions; Delivery Systems; Elementary Secondary Education; Eligibility; Guidelines; *Migrant Education; Migrant Health Services; Migrants; Migrant Welfare Services; Parental Background; Preschool Programs; *Program Content; *Program Development; *State Programs
IDENTIFIERS *Elementary Secondary Education Act Title I; Migrant Student Record Transfer System; *Mississippi

ABSTRACT

Since 1966, Mississippi's participation in the National Migrant Education Program (NMEP), funded by Title I of the Elementary and Secondary Education Act, has grown to serve approximately 8,000 eligible students through 20 programs during the 1978-79 school year. This report reviews the organization of the NMEP, emphasizing the definition of migrant families, program goals, evaluation methods, and the Migrant Student Record Transfer System. A portion of the newly developed mathematics basic skills checklist to assist in determination of student proficiency to assure proper academic level placement is illustrated. The state of Mississippi's services to migrant families over the past 12 years is described, including programs to improve the communication skills of migrant children, programs to expand occupational and career horizons of migrant youths, tutorial and remedial programs in reading and mathematics, and preschool programs to provide enrichment, encourage parental involvement, and assess child health, nutrition, and development. Detailed are the guidelines school districts must follow to establish new migrant education programs and methods for identification of all migrant children who are eligible for inclusions in state programs. Future state goals presented include establishment of an instructional materials resource center in Gulfport and local and state inservice training for migrant personnel. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

rec 14-08-79

BUREAU OF
EDUCATIONAL
RESEARCH
SCHOOL OF
EDUCATION

FEBRUARY, 1979 VOLUME 11 NUMBER 2

ED176935

MIGRANT EDUCATION IN MISSISSIPPI

by Cynthia L. Wolfe, Linda L. Notestone*, Bob N. Cage*

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Bob N. Cage

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RESEARCH IN EDUCATION

Volume 11, Number 2 February, 1979

Published by the Bureau of Educational Research, School of Education University of Mississippi, University, Mississippi 38677

Sylvester A. Moorhead, Dean

Bureau of Educational Research

Bob N. Cage, Director

The University of Mississippi adheres to the principle of equal educational and employment opportunity without regard to race, sex, color, creed, or national origin. This policy includes the qualified handicapped and extends to all programs and activities supported by the University.

RC011649

MIGRANT EDUCATION IN MISSISSIPPI

by

Cynthia L. Wolfe*
Linda L. Notestone*
Bob N. Cage

INTRODUCTION

In Mississippi there are approximately 8,000 migrant students who receive supplemental education and health care services under Title I of the Elementary and Secondary Education Act enacted in 1966. These students are migratory children whose families travel from one agrigultural or fishing area to another for their livelihoods.

Definition

Migrant families derive their main source of income from fishing, agriculture, and related agricultural fields. Fishing activities are defined as commercial fishing. Agricultural and related fields include crop production (preparing soil, harvesting, storing, curing, canning, or freezing of crops); the production and processing of milk, poultry, and livestock for human consumption, work related to forest nurseries and timber production, and fish farming. A migrant is considered to be either intrastate, one who moves within

---

*Ms Wolfe and Ms Notestone are Co-coordinators of the Mississippi Migrant Evaluation Project and are Graduate Assistants in the Bureau of Educational Research, The University of Mississippi.

the state across school boundaries; interstate, one who moves across state boundaries to seek employment; or one who has been a migrant in the last five years and has settled in one area. The frequent movement required by the aforementioned occupations results in disrupted educational experiences for these children. Migrant students have significantly higher dropout rates and significantly lower achievement levels than do non-migrant school children.

According to Vidal A. Rivera, Jr., Chief of the Migrant Division, United States Office of Education, in a speech delivered to the 1976 Title I ESEA Migrant Conference held in Jackson, Mississippi, "only about 2,000 kids are high school seniors out of the national total of some 500,000 migrant children." One reason for the great number of school dropouts is the need of migrant families for their older children to contribute to the family income. As soon as they are old enough, many children leave school to become migrant workers. A second reason for the high dropout rate is the history of academic failure experienced by migrant students. Typically, the migrant student is at least one academic grade level behind his or her non-migrant counterpart by the fifth grade. Discouraged by continuing failure, many students drop out of school.

Before 1966, no programs existed to meet the special academic needs of migrant children. Because of frequent movement, many of these children were excluded from regular

classroom activities. Arriving after school had started and leaving before it ended, migratory students had little opportunity for a meaningful education. Classroom teachers had no efficient way of determining which skills students had mastered as most arrived after fall pretesting took place. Further, it was difficult to determine the location of the students' cumulative records, even when complete records existed. Clearly, the unique educational needs of migrant children were not being met.

National Migrant Education Program

In 1966-67, Congress allocated 9.7 million dollars for the purpose of meeting the special needs of migrant children nationwide, and 78,000 migrant children were served. A great deal of growth has taken place since 1967. In 1976 an allocation of 97 million dollars was made available nationwide and 413,000 children received services.

Monies are allocated by Congress through Title I of the 1965 Elementary and Secondary Education Act, as amended. The monies are distributed to the state education agencies which have demonstrated need through submission of proposals. Need is determined at the state level through surveys documenting the number of migrant students in the target program areas and through demonstration of existing support and facilities at the local level. Children who meet the following criteria are eligible to participate in the program. A "currently migrant child" as defined in the rules of the Department of Health, Education, and Welfare, Office of Education, is

> a child who has moved with a parent or guardian within the past twelve months across a school district boundary or boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity. (Federal Register, July 8, 1975).

A "formerly migrant child" is defined in the same rules as a child who with the concurrence of his parents,

> is deemed to be a migratory child on the basis that he has been a currently migratory child within the last five years and currently resides in an area served by an agency carrying out a program or project under this part.

Local programs are granted funds by the state in response to proposals submitted annually. Input from migrant parents is sought in program development to ensure that the realistic needs of their children will be met.

National Goals

Educators on a national level have developed a set of national goals which are applicable to migrant children. These goals are:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.
2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skills, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional and psychological services.

10. Provide a program of home-school coordination which establishes relationship between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Evaluation is accomplished through reports submitted by state education agencies to the United States Office of

Education, Migrant Division. Evaluation methods vary within states; however, all participating states are required to provide specific information concerning program costs and effectiveness at the close of each fiscal year.

MIGRANT STUDENT RECORDS TRANSFER SYSTEM

As the migrant program grew, the need for a more efficient means of record transmittal between states and projects became evident. The Migrant Student Records Transfer System (MSRTS) was created in 1970 to meet this need. Located in Little Rock, Arkansas, MSRTS is a computerized network by which migrant students' medical and academic records can be transmitted to schools throughout the country as the children move.

Health information in the system includes immunization records, visual, auditory, and speech screening results, and a history of health problems. Academic records include the child's present school, last school attended, parent's name, test data, and a brief health summary.

A need has recently been expressed by participating projects nationally for a basic skills list. The wide variety of tests and measures used by the various projects for the determination of student proficiency has resulted in overtesting of migrant students to assess their level of skills. As a result of the difference in skills tests many migrant children are assigned to groups above or below their academic level.

To alleviate this problem a basic skills checklist has been developed in mathematics. A portion of the new mathematics basic skills list is illustrated in Chart I. This list, which will be completed by the child's teacher, becomes a part of the child's record in the transfer system. The numbers located to the left of each skill are the code numbers used to enter information in MSRTS.

(CHART I IS TO BE PUT AT THE BOTTOM OF THE PAGE.)

Similar checklists for reading and language arts are being developed. When all three checklists have become operationalized, they will form a common framework of valuable information for the proper placement of each migrant child. As can be seen, methods are continually being devised to use MSRTS to its fullest potential to improve service to programs and through these programs, to migrant children.

Currently there are 48 states and Puerto Rico utilizing the services of the Migrant Student Records Transfer System.

MISSISSIPPI'S MIGRANT PROGRAM

The state of Mississippi has participated in the National Migrant program since the 1966-67 school year when six local school districts were funded. As of the 1978-79 school year, twenty programs were in operation providing services to approximately 8,000 eligible migrant students.

Chart I

WHOLE NUMBERS

Addition

	Subtopics			Given	The Student	Example
907	Terms ("Sum," etc.) and Signs ("=")	09701	A.	An example of an addition problem	Names the underlined part in the problem using the terms of addition	4+7 = <u>11</u> (sum)
			B.	The names of terms used in addition (sum,addend)	Identifies the terms by locating appropriate numeral(s) in written addition problem.	6+4 = 10, "sum" (10)
			C.	The operation sign for addition	Names the sign	"+" (plus)
100	Associative Communicative Relations	10001		An example of an associative relation	Identifies example as an associative relation	(3+5) + 8 = 3 + (5+8) (associative)
		10002		An example of a commutative relation	Identifies example as a commutative relation	2+3 = 3+2 (commutative)
103	Estimation of Column Addition	10301		An addition sentence with four or more addends and a missing sum	Identifies estimate of sum by rounding addends to nearest ten	8+4+9+17 = ____ (40)
		10302		An addition sentence with four or more addends and an estimated sum	Names the estimation technique (rounding by tens, hundreds, etc.) that was used	32+8+11+23 = <u>70</u> (rounding by tens)
106	Expanded Notation Form	10601	A.	An addition sentence (involving no regrouping)	Identifies an expanded notation solution to the addition sentence	22+7 = (20+2+7 = 20+9 = 29)
			B.	An addition sentence (involving no regrouping) in expanded notation form	Identifies a number sentence corresponding to the expanded notation form	40+3+5 (43+5)

The typical Mississippi migrant student's family is primarily intrastate and previously migrant. The majority of the parents work in soy bean and cotton production in semi-skilled jobs. However, substantially large numbers of migrant parents provide needed manpower in the poultry and fishing industries. Recent regulations now permit the children of migrant pulpwood workers to participate in migrant programs. Currently, surveys in districts with forest-related industries are being conducted to determine the number of potential migrants who are involved in the cutting and hauling of pulpwood.

New Program Guidelines

Should a school district desire to initiate a migrant education program, the state will upon written request, allocate funds to the district to conduct a survey. By means of this survey local officials will be able to identify the migrant children in the school district and estimate the number to be enrolled in the program.

Although no specific number of children is needed to start a project, the state requires that the project be of sufficient size, scope, and quality to assure substantial progress toward meeting the identified major needs of participating children. According to Mr. Frank Drummonds, Supervisor, Special Projects (State Migrant Director) most projects begin with at least 50 children. In order to start a program some districts have found it beneficial to form a cooperative with a nearby district. Of the twenty migrant projects in Mississippi three are cooperatives.

If the need for a program is indicated the local school district or cooperative then conducts a needs assessment to determine the special needs of the children in their area. State and local personnel jointly design a program to meet the needs of the children, plan program activities, and a budget for implementation. Special attention is given to the special needs previously determined when specific objectives are written. The objectives for the program are written with regard to the identified special needs. These objectives must be stated in terms of expected changes in the achievement and performance of specified groups of migratory children.

Each project must provide within itself or within the educational program which it supplements direct instructional and/or support services to eligible migrant children. The local school district or cooperative submits a proposal to the State Title I, ESEA Office. The proposal must include the nature and extent of coordination with local, state, and other federal programs and agencies which have been affected by the development of the program. The proposal should also contain a provision for evaluation and the manner and the extent to which information will be disseminated.

The proposal is assigned to Title I, ESEA staff for review while the budget is sent to the ESEA fiscal affairs section for review. After the review is completed the proposal is returned to the local staff where it is modified according

to any recommendations made by the state office. The modified proposal is returned to the State Coordinator of Title I, ESEA, Dr. A. J. Comfort, Jr., who will then issue project approval.

The formula used to determine the allocation per state by the Federal Migrant Division is based on a full-time equivalent student formula. A full-time equivalent student (FTE) is determined by the number of days all children in the program are in the state divided by 365. The FTE is multiplied by the average per pupil expenditure for each state. The resulting figure determines the allocation of funds for each state. Mississippi receives 80 percent of the per pupil allotment. The monies allocated to the state of Mississippi for the migrant program for 1979-80 is $2,943,671.

Project budgets in Mississippi currently range from $11,850 providing 132 children with health care services, to $449,706 with 425 children receiving tutorial and supportive services.

Identification and Documentation

A primary objective of the Mississippi migrant program is to identify all migrant children who are eligible for inclusion in the migrant education program. Local school programs use a variety of methods to accomplish this goal. It is the primary responsibility of the migrant clerk to identify eligible children. The major sources of information used are school records, cumulative files, and information received from teachers. Throughout the school year, migrant clerks make

periodic checks of school records to update migrant files. Individual districts also use other sources of information when appropriate to identify new migrant children. Among these sources are the Public Health Department and Public Welfare Offices. Some migrant clerks maintain contact with these agencies, referring new migrant families to the appropriate agency for assistance, and receiving information concerning new arrivals who may possibly be eligible.

The migrant clerk has the further responsibility of maintaining and transmitting health and academic records to MSRTS, and to indicate which students have moved out of the project boundaries. Thus, a file including current location and school records of each migrant child identified is available to authorized persons throughout the country in the event that the migrant child moves.

A child is eligible to participate in the migrant program in the same district for five years. During this period if the family moves across school boundaries within the state or across state lines in order to pursue migrant employment, the child can be redocumented for another five years.

Tutorial Services

Academic achievement or failure in the two broad areas of reading and mathematics significantly affects the success of student achievement in other subjects. For this reason, much emphasis is placed in local programs on remedial work in these curriculum areas for those migrant children who need individual help.

The primary objectives of the language arts/reading program are to improve reading speed and comprehension, to improve communication skills, to overcome the child's difficulty in concentrating, and to upgrade achievement in areas other than reading. It is hoped that improvement in these areas will lead to a better self-image and peer and societal acceptance.

It is important that these children learn computational skills to be able to cope with the demands of every day living which require a knowledge of how to deal with quantities. Thus, the emphasis of the mathematics program is based upon the diagnosis of the child's individual abilities and developmental readiness stages. Students are provided with opportunities for individualized help on his or her own level in both tutorial programs.

Supportive Services

A wide range of supportive services are offered in the various programs. Research indicates academic success and good health and nutrition are directly related. All projects offer some level of health screening. Doctors, nurses, and other health personnel provide immunizations, health screenings, some treatment for nuisance diseases, and referrals to appropriate agencies for other diagnoses. Other supportive services in some districts include the distribution of clothing, toothbrushes and toothpaste, books, and food to migrant families. Speech therapy is another service available in some districts. Transportation to the doctor by migrant staff can be arranged for those families who do not have adequate transportation.

Career Awareness

Among the problems experienced by migrant children is lack of opportunity in the job market upon completion of school. Several factors contribute to this problem. First, in general, competition for jobs is stringent. Migrant students, like other young people, are hindered by their age and lack of experience when they seek employment. The job market is limited, and more mature individuals tend to be hired for the jobs which do exist. Compounding this problem are the special difficulties experienced by migrant students. High dropout rates, low academic skills and lack of exposure to a variety of career options handicap student efforts to find meaningful employment. In addition, due to the transient nature of these students, very few of them have a clearly defined career-work ethic.

In Mississippi, several goals have been developed to alleviate the problems discussed above. Among these are to improve the communication skills of migrant children thus promoting better group interaction skills, and to expand occupational and career horizons of migrant youths. Four migrant programs in career awareness have been initiated in the state. Some of these projects begin working with children from the early grade levels where attitudes concerning work are explored. A wide range of careers are studied, and students begin to learn decision-making skills. In the later grades, students concentrate on problem solving, career plans,

job seeking skills, and "next step" goals. Students are assisted in making realistic plans for the future by career education specialists.

These professionals work with small task-oriented groups. Curriculum materials include the Occupation Exploration Kit through which career interests of the students are determined. The series Creating Your Future deals with completing applications, conducting interviews, and answering the basic question of "Why work"? The materials are used in an individualized and flexible manner to meet the needs of students at different levels. Field trips and other enrichment activities enhance the classroom activities.

Local, regional, and state resources such as professional people, commercial enterprises, and institutions are utilized by the programs. Through providing these models of individuals in various career and job-opportunities, it is expected that migrant students will have a better grasp of their options in choosing a career and motivation for remaining in school to prepare for future plans.

Preschool Programs

Several districts are committed to providing early experiences for migrant children. Many migrant preschoolers are deficient in the cognitive areas which provide a sound basis for later academic grouth as the work responsibilities of their parents provide little time for family interactions. Further,

since some of the preschoolers accompany their parents to work, they also lack the stimulation of other children in a learning environment. As a result, migrant children entering first grade are handicapped in their first school experiences.

The preschool programs make available services to migrant families in four ways. First, and most important, preschool children experience a comprehensive developmental program and thus are better prepared for public school experiences. Second, the migrant preschool programs open the door to parental involvement in developing programs that specifically meet the special needs of their children. Third, health screening, nutrition education, and screening for learning disabilities reveal potential problems early in the child's development. Fourth, special help is then available for special needs.

An added benefit to these preschool programs is the improvement in social skills including interpersonal relationships, listening skills, and verbal skills of the children. Thus migrant children entering school have a greater degree of social competence. Enriching experiences give the children a common bond with non-migrant students and expand the world view of the migrant preschooler.

Future Goals

The migrant program in Mississippi is a vital ongoing program looking to the future needs of its children. Within the next five years the migrant program will work toward the

following goals and accomplishments; to establish migrant education programs in all local education agencies in the state where there is a concentration of migrant children; to obtain meaningful cooperation from all state and local agencies; and to establish better interstate program continuity.

A project that will soon be operable is a statewide instructional material resource center to be located in Gulfport. Instructional materials not on the commercial market will be made available to all districts. These materials will primarily be teacher made. In working with students in a one-to-one or one-to-two setting, tutorial instruction can be more effective with teacher designed and developed materials.

Other objectives of the center will be to provide local and state inservice training to migrant personnel in meeting the individual needs of children, to actively involve migrant parent volunteers in the educational process of teaching children, and to promote intrastate and interstate coordination by exchanging ideas, materials, and concepts with instate and out-of-state migrant personnel.

In this "Year of the Child" Mississippi celebrates 12 years of service to migrant families. The progress to date demonstrates that the state is dedicated to helping its people, even its transient people.

BIBLIOGRAPHY

"After Ten Years of Progress, Then What in Migrant Education, A Report." Title I and Migrant Education Programs Office, Virginia Department of Education, 1976.

Drummonds, Frank B., Supervisor of Special Projects, State of Mississippi, Department of Education, personal interview, Jackson, Mississippi, May 3, 1979.

Migrant Education Administrative Guide. Raleigh, North Carolina State Department of Public Instruction, 1977.

Rivera, Vidal A. Speech quoted in "Education of Migrants in Mississippi." Jackson: Title I, ESEA Migrant Division, Mississippi Department of Education, 1976.

Steidle, Walter. United States Office of Education, personal interview, Biloxi, Mississippi, February, 1979.